



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6602 W. Osborn Road, Phoenix, AZ 85033

Cartwright Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Enrique C. Gonzalez
Schedule : 07:30 AM to 04:00 PM
Grades : K-5
Web Address : www.cartwright.k12.az.us
Phone Number : (623) 691-4600
Fax Number : (623) 691-4620
E-mail : egonzalez@suns.cartwright.k12.az.us

Mission

Our mission at Sunset School is to meet the educational needs of the school community in a nurturing environment so that all members will be able to realize and utilize their potential to become lifelong learners.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 N/A
2004-05 SI Year 2
2003-04 Year 2

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Reading -By Spring 2006, 53% of Grade 3 students, 41% of Grade 4 students and 58% of 5th grade students will meet or exceed the standards as measured by AIMS/DPA.
- ü Writing- By Spring 2006, 67% of Grade 3 students, 56% of Grade 4 students and 54% of 5th grade students will meet or exceed the standards as measured by AIMS/DPA.
- ü Math- By Spring 2006, 70% of Grade 3 students, 65% of Grade 4 students and 64% of 5th grade students will meet or exceed the standards as measured by AIMS/DPA.
- ü Increase school/parental communication by sending grade level monthly newsletter and school wide quarterly newsletter to parents.

Enrollment

October 1, 2005 School Year Student Enrollment : 814
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 60

Instructional Programs

- ü Schoolwide Title I Program
- ü Literacy & Math Focus
- ü Reading Intervention
- ü 21st century program - After school
- ü Saturday Tutoring
- ü Language Lab - Fall/Spring Intersession
- ü Summer School- Academic, Fine Arts & P.E.
- ü Science Focus

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/2/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Ensure a safe learning environment. Teach students to read, write and compute mathematics according to the Arizona Academic Standards. Teach the science and social studies curriculum according to the Arizona Academic Standards. Provide student with accommodations if necessary to ensure learning (SEI, Special ed.). Communicate with parents on a regular basis. Provide students with a positive learning environment. Encourage parents to participate in school academic and social events.

Parents

Ensuring student regular school attendance. Ensuring that students arrive at school on time. Parents communicate with the school regarding student needs. Making sure that students wear school uniform every day. Parents must check frequently on students progress. Parents are expected to attend school functions, especially parent-teacher conference. Parents must encourage reading at home.

Transportation Policy

All students in the Sunset School attendance area walk to school or are transported by parents. Students living in the Sunset attendance area do not cross any major streets when walking to school. Transportation is provided only to students in self-contained special education classes.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Choda Elem./Jr. High Choral Festival - Excellent Rating	2002
ü Bullies & Victims Anti-Violence Program Award	2002
ü Choda Elem./Jr. High Choral Festival - Excellent Rating	2003
ü Choda Elem./Jr. High Choral Festival - Excellent Rating	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2329	80010	100	100	99	431	431	447	16	15	10	24	26	18	52	51	53	8	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1172	38935	100	99	99	429	432	447	15	13	9	22	27	19	57	53	55	6	8	17
Male	51	1150	40974	100	100	98	433	430	448	18	17	11	27	25	18	45	49	52	10	9	19
African American	NC	87	4201	NC	96	99	NC	424	430	NC	21	17	NC	26	23	NC	47	51	NC	6	9
Hispanic	101	2074	34545	100	100	99	429	430	432	17	15	14	24	26	24	51	51	53	8	8	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	446	474	NC	7	4	NC	33	10	NC	40	50	NC	20	36
American Indian/Alaskan Native	NC	25	3979	NC	100	96	NC	420	424	NC	20	17	NC	40	30	NC	32	47	NC	8	6
White	NC	128	35142	NC	97	99	NC	450	465	NC	10	5	NC	20	11	NC	51	56	NC	20	28
Students with Disabilities	13	283	10161	100	99	93	408	399	419	31	40	28	46	36	28	23	22	36	NA	3	8
Students without Disabilities	103	2046	69849	100	100	100	433	435	451	15	11	7	21	25	17	55	55	56	9	9	19
Limited English Proficient Students	41	964	14013	100	100	97	402	410	413	29	25	24	37	36	34	34	36	39	NA	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	104	1802	39029	99	99	98	432	430	432	15	15	14	25	27	25	52	51	52	8	7	9
Non-Economically Disadvantaged	12	527	40981	100	100	100	426	435	462	25	15	6	17	24	13	50	49	54	8	12	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2279	79438	100	98	98	428	427	451	20	20	9	28	32	24	48	44	56	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1157	38775	100	98	99	428	432	457	17	16	7	31	31	22	51	48	58	2	4	13
Male	51	1115	40560	100	97	97	428	422	446	24	23	12	24	33	25	45	40	54	8	3	9
African American	NC	87	4178	NC	96	98	NC	427	439	NC	20	13	NC	33	29	NC	46	52	NC	1	6
Hispanic	101	2029	34297	100	98	98	426	426	434	22	20	14	28	33	31	48	44	50	3	3	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	436	475	NC	20	3	NC	20	15	NC	60	63	NC	NA	20
American Indian/Alaskan Native	NC	25	3940	NC	100	95	NC	416	429	NC	32	14	NC	28	36	NC	40	47	NC	NA	3
White	NC	123	34887	NC	93	98	NC	453	471	NC	12	4	NC	23	15	NC	49	63	NC	16	18
Students with Disabilities	13	239	9588	100	84	88	386	383	416	38	56	30	31	28	32	31	14	34	NA	2	5
Students without Disabilities	103	2040	69850	100	100	100	432	432	456	17	15	7	27	33	23	50	48	59	5	4	12
Limited English Proficient Students	41	931	13856	100	97	96	392	398	407	39	35	27	49	44	43	12	20	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	104	1760	38685	99	96	97	429	426	435	19	20	14	29	33	32	47	44	50	5	3	5
Non-Economically Disadvantaged	12	519	40753	100	100	99	417	432	467	25	18	5	17	30	16	58	46	62	NA	6	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2329	79971	100	100	99	412	397	423	10	14	8	35	51	41	51	35	49	3	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1176	38974	100	100	99	426	409	437	5	10	5	35	46	33	55	43	57	5	1	4
Male	51	1147	40895	100	100	98	393	384	410	18	17	10	35	57	47	45	26	41	2	0	2
African American	NC	89	4203	NC	98	99	NC	393	411	NC	12	11	NC	55	45	NC	31	43	NC	1	2
Hispanic	101	2072	34481	100	100	99	408	396	410	12	14	10	35	51	46	50	35	43	3	1	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	416	449	NC	NA	4	NC	67	28	NC	33	60	NC	NA	8
American Indian/Alaskan Native	NC	25	3995	NC	100	96	NC	398	409	NC	8	10	NC	68	47	NC	24	42	NC	NA	1
White	NC	128	35150	NC	97	99	NC	411	437	NC	8	5	NC	55	35	NC	37	56	NC	1	5
Students with Disabilities	13	288	10258	100	100	94	342	328	377	23	44	23	46	46	51	31	10	25	NA	0	1
Students without Disabilities	103	2041	69713	100	100	100	418	406	429	9	9	5	34	52	39	53	38	52	4	1	3
Limited English Proficient Students	41	964	13985	100	100	97	365	366	382	22	24	18	46	58	54	32	19	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	104	1805	38994	99	99	98	413	398	409	11	13	10	35	52	47	51	34	41	4	1	1
Non-Economically Disadvantaged	12	524	40977	100	100	100	399	393	437	8	16	5	42	48	34	50	36	56	NA	0	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	157	2306	80147	99	99	99	462	461	482	15	18	11	27	24	17	47	47	49	11	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	1105	39281	97	99	99	468	462	483	11	17	9	26	24	17	51	48	50	12	11	24
Male	80	1195	40780	100	99	98	457	461	482	20	18	12	26	24	17	44	46	48	10	12	24
African American	NC	81	4249	NC	99	99	NC	446	464	NC	31	17	NC	23	22	NC	40	48	NC	6	13
Hispanic	138	2028	33494	100	99	99	464	460	466	14	18	15	27	25	23	46	47	49	12	11	14
Asian/Pacific Islander	NC	14	2103	NC	100	99	NC	508	515	NC	NA	4	NC	7	8	NC	71	44	NC	21	45
American Indian/Alaskan Native	--	19	4117	--	100	96	--	451	456	--	26	19	--	21	27	--	37	46	--	16	8
White	12	164	36122	100	99	99	459	477	501	8	12	5	33	18	10	58	51	50	NA	20	35
Students with Disabilities	27	319	10295	93	97	92	421	423	443	41	50	33	41	28	26	19	21	33	NA	2	8
Students without Disabilities	130	1987	69852	100	100	100	469	467	488	10	12	7	24	23	16	53	51	51	13	13	26
Limited English Proficient Students	56	884	12722	100	97	97	441	436	441	27	31	27	34	34	33	39	32	37	NA	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	134	1814	38371	98	98	97	466	460	465	13	18	15	24	25	23	51	47	49	12	11	13
Non-Economically Disadvantaged	23	492	41776	100	100	100	442	468	498	26	17	6	43	20	11	26	48	49	4	15	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	156	2296	79686	99	99	98	439	445	470	23	20	11	37	35	24	39	43	57	1	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	1102	39163	97	99	99	449	450	475	14	15	9	37	37	22	47	45	60	1	3	10
Male	79	1188	40438	99	99	97	430	440	465	32	25	13	37	33	25	32	40	54	NA	2	7
African American	NC	80	4228	NC	98	98	NC	441	458	NC	21	15	NC	38	28	NC	40	53	NC	1	4
Hispanic	137	2023	33299	99	99	98	439	444	452	23	21	17	38	36	32	38	41	47	1	2	3
Asian/Pacific Islander	NC	14	2097	NC	100	99	NC	477	490	NC	7	5	NC	14	13	NC	71	68	NC	7	14
American Indian/Alaskan Native	--	19	4087	--	100	96	--	439	446	--	26	16	--	26	38	--	47	44	--	NA	2
White	12	160	35914	100	97	98	447	465	489	17	13	5	25	24	15	58	58	67	NA	6	14
Students with Disabilities	26	289	9808	90	88	87	399	410	432	62	51	35	27	33	32	12	16	30	NA	0	3
Students without Disabilities	130	2007	69878	100	100	100	446	450	475	15	16	8	39	35	23	45	46	61	1	2	9
Limited English Proficient Students	56	885	12594	100	97	96	413	416	422	43	39	34	43	47	45	14	14	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	134	1805	38095	98	97	97	440	443	452	24	21	17	37	36	32	39	42	48	1	2	3
Non-Economically Disadvantaged	22	491	41591	100	100	99	435	452	486	18	19	6	41	30	16	41	46	65	NA	4	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	158	2331	80372	100	100	99	445	450	475	9	8	4	43	45	30	48	47	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1118	39452	99	100	99	466	465	488	5	5	3	30	36	22	65	58	72	NA	1	3
Male	80	1207	40836	100	100	98	429	436	464	11	11	6	56	53	37	33	36	56	NA	0	1
African American	NC	82	4264	NC	100	99	NC	447	465	NC	10	5	NC	51	35	NC	39	59	NC	NA	1
Hispanic	138	2051	33608	100	100	99	445	449	462	9	8	6	41	44	36	50	47	57	NA	0	1
Asian/Pacific Islander	NC	14	2098	NC	100	99	NC	491	500	NC	NA	2	NC	29	16	NC	64	75	NC	7	7
American Indian/Alaskan Native	--	20	4128	--	100	97	--	445	464	--	15	4	--	45	39	--	40	56	--	NA	1
White	12	164	36213	100	99	99	454	454	489	NA	8	2	67	49	22	33	42	72	NA	1	3
Students with Disabilities	28	329	10526	97	100	94	414	397	427	11	26	15	71	58	53	18	15	31	NA	0	1
Students without Disabilities	130	2002	69846	100	100	100	451	458	482	8	5	3	37	42	26	55	52	69	NA	0	2
Limited English Proficient Students	56	907	12747	100	100	97	424	419	432	13	15	12	59	62	52	29	23	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	135	1840	38521	99	99	98	450	449	461	7	8	6	43	46	38	50	46	55	NA	0	1
Non-Economically Disadvantaged	23	491	41851	100	100	100	420	451	489	17	10	3	43	40	22	39	49	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	2249	79306	100	100	99	494	487	504	17	20	13	22	24	20	50	46	49	11	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1112	38845	100	100	99	487	486	505	20	19	11	21	25	20	47	47	50	11	9	18
Male	64	1134	40383	100	100	98	501	487	504	14	20	14	22	24	19	53	46	47	11	10	19
African American	NC	102	4171	NC	100	98	NC	475	485	NC	29	20	NC	25	26	NC	41	44	NC	5	10
Hispanic	119	1952	32673	100	100	99	498	486	487	16	20	18	18	25	25	54	46	46	13	10	10
Asian/Pacific Islander	--	13	2147	--	100	99	--	524	539	--	8	5	--	NA	10	--	69	46	--	23	40
American Indian/Alaskan Native	NC	21	4034	NC	100	97	NC	481	479	NC	38	22	NC	14	29	NC	43	43	NC	5	7
White	10	159	36234	91	100	99	NA	497	523	NA	13	6	NA	21	13	NA	56	52	NA	10	28
Students with Disabilities	18	300	10286	100	100	91	428	447	462	61	51	41	33	31	27	6	17	27	NA	1	5
Students without Disabilities	116	1949	69020	100	100	100	500	492	510	10	15	9	20	23	18	57	51	52	13	11	21
Limited English Proficient Students	34	667	10291	100	100	96	466	456	458	32	39	38	24	34	34	41	25	26	3	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	110	1730	37437	98	98	97	496	485	486	18	20	19	19	24	26	51	46	46	12	9	9
Non-Economically Disadvantaged	24	519	41869	100	100	100	485	493	521	13	17	7	33	24	14	46	46	51	8	12	27

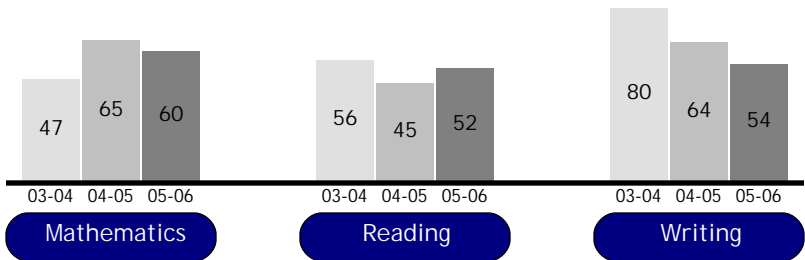
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	2221	79000	100	99	98	473	468	489	10	16	10	35	35	24	52	47	58	2	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1101	38774	100	100	99	468	471	494	11	13	7	39	35	22	49	49	61	1	3	10
Male	64	1118	40150	100	99	98	479	466	485	9	19	12	31	35	25	56	44	55	3	3	8
African American	NC	101	4153	NC	99	98	NC	467	476	NC	15	13	NC	41	30	NC	43	53	NC	2	4
Hispanic	119	1926	32508	100	99	98	475	467	472	10	16	15	34	36	33	53	46	49	3	2	3
Asian/Pacific Islander	--	13	2142	--	100	99	--	496	510	--	8	4	--	15	14	--	62	67	--	15	16
American Indian/Alaskan Native	NC	21	4016	NC	100	96	NC	466	467	NC	29	14	NC	19	37	NC	52	46	NC	NA	2
White	10	158	36135	91	100	98	NA	483	508	NA	13	4	NA	27	14	NA	55	67	NA	6	15
Students with Disabilities	18	273	9991	100	91	88	419	429	449	39	48	33	50	40	36	11	12	29	NA	NA	2
Students without Disabilities	116	1948	69009	100	100	100	479	473	495	6	11	6	33	34	22	59	51	62	3	3	10
Limited English Proficient Students	34	647	10199	100	97	95	445	436	439	26	37	35	50	50	47	24	13	18	NA	0	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	110	1704	37234	98	97	97	473	466	472	13	17	15	33	36	33	52	45	50	3	2	3
Non-Economically Disadvantaged	24	517	41766	100	100	99	474	475	505	NA	14	5	46	31	16	54	50	65	NA	5	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	2258	79611	100	100	99	468	469	496	7	12	7	64	52	37	28	36	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1115	39016	100	100	99	471	482	511	6	8	4	66	48	29	29	44	66	NA	NA	1
Male	64	1141	40519	100	100	98	465	456	482	9	16	10	63	57	44	27	27	46	2	0	0
African American	NC	102	4188	NC	100	98	NC	469	486	NC	16	9	NC	42	40	NC	42	50	NC	NA	0
Hispanic	119	1961	32855	100	100	99	471	469	481	7	12	10	64	53	43	29	35	47	1	0	0
Asian/Pacific Islander	--	13	2149	--	100	100	--	477	519	--	8	4	--	46	24	--	46	70	--	NA	2
American Indian/Alaskan Native	NC	21	3992	NC	100	96	NC	454	478	NC	19	10	NC	52	46	NC	29	44	NC	NA	0
White	10	159	36380	91	100	99	NA	475	511	NA	11	4	NA	52	30	NA	37	65	NA	NA	1
Students with Disabilities	18	307	10664	100	100	94	391	418	440	22	32	23	67	58	54	6	9	22	6	0	1
Students without Disabilities	116	1951	68947	100	100	100	476	476	504	5	9	4	64	51	34	31	40	61	NA	NA	1
Limited English Proficient Students	34	670	10362	100	100	97	429	422	438	21	28	22	71	61	57	9	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	110	1741	37626	98	99	98	468	468	479	8	12	10	62	54	45	29	35	45	1	0	0
Non-Economically Disadvantaged	24	517	41985	100	100	100	469	472	511	4	13	4	75	48	30	21	39	65	NA	NA	1

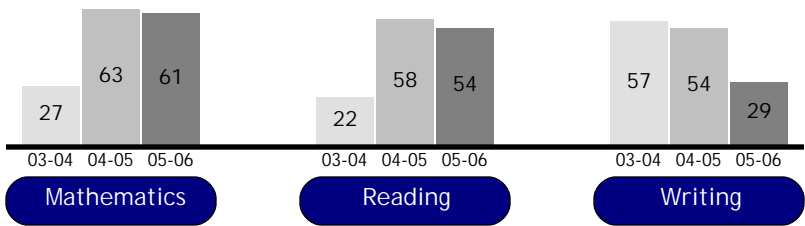
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	31	NA	58	96	32	30	47	99	24	24	46
	Language	100	21	28	50	96	33	34	47	99	25	28	48
	Mathematics	100	31	37	64	96	36	34	50	99	27	30	52
3	Reading	97	32	NA	55	97	27	28	44	98	25	24	46
	Language	98	41	40	61	97	31	32	44	98	28	28	46
	Mathematics	98	40	40	61	96	43	43	51	98	37	39	52
4	Reading	95	34	NA	56	96	31	34	48	97	28	34	52
	Language	98	32	34	52	96	39	38	49	97	32	37	52
	Mathematics	98	44	39	61	96	44	42	53	97	39	44	58
5	Reading	95	35	NA	55	100	41	38	50	97	41	37	56
	Language	100	37	36	49	100	41	40	50	97	41	35	54
	Mathematics	99	43	48	63	100	40	43	49	97	44	39	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
2 School Administrator(s)	Ü Development of School Goals
2 Non-certified Employee(s)	Ü Staff Professional Development
6 Teacher(s)	Ü Parental Involvement
2 Parent(s)	Ü School Safety Issues
1 Community Member(s)	Ü Community Involvement
0 Student(s)	Ü Learning at Home

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	2.00	Teacher	53.00
Other Professional Staff	2.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	2	0	0
4 to 6 years	6	2	0	0
7 to 9 years	2	2	0	0
10 or more years	4	18	0	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	52
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site	
Special Facilities	
Ü Modern Music Facility	Ü Media Center
Ü Mobile Computer Lab	Ü Art room with ceramics equipment
Extracurricular Activities	
Ü Afterschool Intervention (Literacy)	Ü Library Club
Ü Chorus	Ü Intramural Sports
Ü Band	Ü Parks and Recreation program
Ü Student Council	Ü 21st Century program
Social Services	
Ü Healthy Kids Dental	Ü Fire Pal - Safety Program
Ü City of Phoenix Afterschool Program	Ü Read to Me Nights - (Families get books)
Ü Prevent Blindness- Vision Program	Ü City of Phoenix After School Program
Ü Back to School Uniform Drive	Ü District's Family Resource Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü 3rd Grade, and 5th Grade increased in the areas of reading and math as measured by the AIMS test. Due to positive test scores for the 2005-06 school year, Sunset is no longer under School Improvement status by the NCLB.
- Ü 250 students participated in after school, spring intersession and summer 21st Century program. The program targeted the academic areas, visual arts and p.e. Sunset received favorable labels at the federal and state levels in part to this program.
- Ü Increased parent participation at school events. Numerous opportunities for parents to be involved in their children's education, which included curriculum nights and social events.
- Ü Overall attendance average for the 2005-06 was 94.7% and 98% during the AIMS testing week. This met the NCLB requirement for daily attendance during testing periods.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Enforced Absence/Tardy Policy. Established a prompt and accurate information process for parents regarding students behaviors. Implemented grade levels rules and consequences. Established a Discipline Committee that will research the implementation of a School Wide discipline plan for the 2006-07 school year. Has created an incentive program (Regal Eagle) for good behavior. Grade levels conduct own incentive programs. Safety committee trains staff on School Emergency Response Plan.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Enrique Gonzalez	(623) 691-4600
Transportation Policy	Henry Meza	(623) 691-4000
Community Resources	Meri Simmons	(623) 691-4000
School Nutrition Programs	Janet Keesler	(623) 691-4600
Parent Organization	Robin Custer	(623) 691-4600
Student Health/Nurse	Shawn Ramirez	(623) 691-4600

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.